KENTUCKY EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT OPPORTUNITIES
Fall 2006

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Infant Toddler Institute	Various	Various	**August 9-12** Drawbridge Inn Ft. Mitchell	http://www.ihdi.uky.edu/infanttoddler/default.asp
Creative Curriculum	Child Assessment Levels: III, IV	IECE Standards: IV, V, VI CDA: 7, 8	**August 14** Logan Co.	Carole Sindelar Simpson Co. RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
New Teacher Orientation	Professional development, learning environments & curriculum, Family & community partnerships, Program management & evaluation Level IV	IECE Standards: II, V, VI, VII CDA: 1, 5	**August 25** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 or 800-343-2959 vanessa.garland@berea.kyschools.us
Directors Seminar II	Core Content: Professional Development/ Professionalism Level V	IECE Standard V: CDA: 6	**August 25** Mayfield	Terry Keys (859) 257-9116 www.ihdi.uky.edu/tipp/TrainingOps/Directors/Directors_Seminar.aspx
Directors Seminar I	Core Content: Professional Development/ Professionalism, Level IV	IECE Standard: VII CDA: 6	**August 26** Mayfield	Terry Keys (859) 257-9116 www.ihdi.uky.edu/tipp/TrainingOps/Directors/Directors_Seminar.aspx
Beginning ARC Chairperson Training	Child Assessment, Family Partnerships & Program Evaluation Levels: IV, V	IECE Standards: IV, V	**August 29** Kentucky Dam Village Convention Center Room C Gilbertsville, KY	Register on-line at: www.wkec.org/trainings.htm or Jama Galloway Calloway Co. RTC 270-809-5316 jama.galloway@coe.murraystate.edu
Child Observation Record, 2nd edition	Child Assessment	IECE: IV, V, VI	**August 31, September 1** Owenton	Julie Goodpaster Anderson County RTC 502-839-2513 Julie.Goodpaster@anderson.kyschools.us

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
So. . . You Are Interested in Being Designated as a "Classroom of Excellence"?	Learning Environments & Curriculum and Professional Development & Professionalism Levels IV, V	IECE Standards: I, III, IV, and VII	**September 1** Kentucky Dam Village Convention Center Room A **Gilbertsville, KY**	Jama Galloway Calloway Co. RTC 270-809-5316 jama.galloway@coe.murraystate.edu
Battelle Developmental Inventory-2 (BDI-2)	Child Assessment Levels: IV, V	IECE Standards: IV, VI	**September 1** Montgomery County Board of Education	Vanessa Garland Berea RTC 859-986-1929 or 800-343-2959 vanessa.garland@berea.kyschools.us
Northeast Chapter of KAECE Fall Institute: *Music: The Key to Learning* and *A Practical Approach to Stress*	Child growth & development, Learning environments & curriculum Levels II-IV	IECE Standards: I, II CDA: 1, 2, 3	**September 9** Ashland	Kim.Roberts@ashland.kyschools.us or mwest@bigsandysuperstore.com
KDE Fall Leadership Training	Program Management & Evaluation, Professional Development/ Professionalism Levels: IV, V	IECE Standards: I, VII	**September 12** Green Turtle Bay Convention Center Grand Rivers, KY	Jama Galloway Calloway Co. RTC 270-809-5316 jama.galloway@coe.murraystate.edu
Fall Leadership meeting and RTC Advisory Board Berea RTC Region	Levels IV- V Professional Development/ Professionalism Program Management & Evaluation	IECE Standards: VI, VII CDA areas: 5, 6	**September 12** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 or 800-343-2959 vanessa.garland@berea.kyschools.us
Fundamentals of Effective Training Seminar	N/A	N/A	**September 12-14** Olive Hill	Terry Keys (859) 257-9116 www.ihdi.uky.edu/tipp/TrainingOps/Trainers/FET.aspx
Fall Leadership and Simpson Co. RTC Advisory Board Meeting	Professional Development/Professionalism Program Management & Evaluation Levels IV, V	IECE Standards: VI, VII CDA: 5 & 6	**September 14** Cave City Convention Center	Carole Sindelar Simpson Co. RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Kentucky Early Childhood Standards	Child Growth & Development Learning Environments Levels: III, IV, V	IECE Standards: I, II, III CDA: 2, 3	**September 15** WKU, S. Campus Bowling Green	Carole Sindelar Simpson Co. RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Working With Families	Family & Community Partnerships Levels: I, II, III	IECE Standards: VI, VIII,	**September 16** Bowling Green	Simpson Co. RTC Carole.Sindelar@simpson.kyschools.us
KISSED (7 days of training) Must attend as a team	Child Growth, Professional Development, Learning Environments, Child Assessment, Family/Community Levels II-V	IECE: I, II, III, IV, V, VI, VII, VIII	Module I **Sept. 21-22** Module II **Nov.15-16**-**Lawreceburg** Module III-**Jan 12** Module IV-**Feb 22-23 Lexington**	Julie Goodpaster Anderson County RTC 502-839-2513 Julie.Goodpaster@anderson.kyschools.us

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
KISSED **Berea RTC Region** Teams of participants required; must attend 4 modules	Levels I-IV Learning Environment/Curriculum	IECE Standards: II, III, V, VI CDA areas: 1, 3	**Module I Sept. 21-22 Berea RTC Module II: Nov. 3** Berea RTC **Module III: Jan. 12 Lexington Module IV: Feb. 22-23 Lex.**	Vanessa Garland Berea RTC 859-986-1929 or 800-343-2959 vanessa.garland@berea. kyschools.us
Health Issues	Health, Safety and Nutrition Levels: III, IV	IECE Standards: I,II,III,IV,VI,VII,VIII CDA: 1,2	**September 22** WKU, S. Campus Bowling Green	Carole Sindelar Simpson Co. RTC 270-586-2008 Carole.Sindelar@simps on. kyschools.us
Kentucky Early Childhood Standards/Assessment	Child Growth & Development Learning Environments Levels: III, IV, V	IECE Standards: I, II, III CDA: 2, 3	**September 23** Boone County	Child Care Providers of Boone County Rebekah Duchette Rebekah.Duchette@ky. gov
KY's Continuous Assessment Guide: Screening	Core Content: Child Assessment, Level IV	IECE Standard: IV CDA: 7	**September 23** Harlan	Terry Keys (859) 257-9116 www.ihdi.uky.edu/tipp/ TrainingOps/ Assessment/Screening.a spx
Even Start Director's Meeting	N/A	N/A	**September 27** Lexington	Bill Buchanan Bill.Buchanan@educati on.ky.gov
Ashland RTC Fall Leadership Meeting & Advisory Board	Program management & evaluation Levels IV-V	IECE Standards: V, VI CDA: 5, 6	**September 28** Jenny Wiley State Park	Cheryl Salyer Ashland RTC 606-327-2706 cheryl.salyer@ashland. kyschools.us
Para Professionals	Professional Development/Professionalism Family and Community Partnerships Program Management and evaluation Levels: I, II, III	IECE Standards: II, III, V CDA: 2, 3, 8	**September 29** WKU S. Campus	Carole Sindelar Simpson Co. RTC 270-586-2008 Carole.Sindelar@simps on. kyschools.us
Teaching Emerging Literacy Without Worksheets	Learning Environment/ Curriculum Levels III-IV	IECE Standards: I, II CDA areas: 2, 8	**September 29** Laurel County	Vanessa Garland Berea RTC 859-986-1929 or 800-343-2959 vanessa.garland@berea. kyschools.us
Math and Science . . . The Preschool Way	Child Growth & Development, Learning Environments & Curriculum and Child Assessment Levels: III, IV & V	IECE Standards: I, II, & III CDA: 2, 7 & 8	**September 29, 2006** Kentucky Dam Village Convention Center Room A Gilbertsville, KY	Jama Galloway Calloway Co. RTC 270-809-5316 jama.galloway@coe.mu rraystate.edu

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Audubon Chapter of KAECE Fall Institute	Child growth & development, learning environments & curriculum Levels II-IV	IECE Standards: I, II CDA: 1, 2, 3	**September 30** Owensboro Community & Technical College Humanities Building Owensboro, KY	Susannah Dickman AAECE P.O. Box 1363 Owensboro, KY 42303-1363 (270) 686-4589 susannah.dickman@kctcs.edu
Overview of Structured Teaching (TEACCH)	Learning Environments & Curriculum and Child Growth & Development Levels: III, IV and V	IECE Standards: I, II, III and V CDA 2, 7 and 8	**October 4** Princeton Tourism Center Princeton, KY	Register on-line at: www.wkec.org/trainings.htm or Jama Galloway Calloway Co. RTC 270-809-5316 jama.galloway@coe.murraystate.edu
KAECE/KHSA Fall Institute	See Program	See program	**October 5-7** Galt House Louisville	http://www.kaece.org/ or Bob Wilcher 800-869-9257 bwilcher@khsa.org
National Even Start Association Conference	N/A	N/A	**October 15-17** San Diego	www.eventstart.org
Autumn Horizons	Program Management & Evaluation and Professional Development/ Professionalism Levels: IV, V	IECE Standards: I and II	**October 18-19** Lake Barkley State Park Convention Center Time: TBA	Brenda Hosford West KY Education Coop 809-3389 or Jama Galloway 270-809-5316 jama.galloway@coe.murraystate.edu
KISSED (7 days of training) Must attend as a team	Child Growth, Professional Development, Learning Environments, Child Assessment, Family/Community Levels II-V	IECE Standards: I, II, III, IV, V, VI, VII, VIII	**Module I: October 19-20 Module II: November 16-17** Ashland **Winter 2007 Dates TBA** Lexington	Jessie Singleton Ashland RTC 606-327-2706 Jessie.Singleton@ashland.kyschools.us
Integrating Children with Special Needs	Child Growth & Development, Learning Environments and Curriculum Levels: II, III IV, V	IECE Standards I, II, III CDA: 2, 3, 5, 7, 8	**October 20**	Carole Sindelar Simpson Co. RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
KY's Continuous Assessment Guide: Screening	Core Content: Child Assessment, Level IV	IECE Standard: IV CDA: 7	**October 21** Northern KY	Terry Keys (859) 257-9116 www.ihdi.uky.edu/tipp/TrainingOps/Assessment/Screening.aspx

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Fall Collaborative Conference/Berea RTC	All areas	IECE Standards: I-VIII	**October 27** Corbin Center for Technology & Community Activities	Vanessa Garland Berea RTC 859-986-1929 or 800-343-2959 vanessa.garland@berea.kyschools.us
KY's Continuous Assessment Guide: Screening	Core Content: Child Assessment, Level IV	IECE Standard: IV CDA Area: 7	**October 28** Mayfield	Terry Keys (859) 257-9116 www.ihdi.uky.edu/tipp/ TrainingOps/ Assessment/Screening.aspx
Fall Collaborative Conference/Anderson RTC/Child Care Council of Lexington	All areas	IECE Standards: I-VIII	**October 27-28** Lexington	Julie Goodpaster Anderson County RTC 502-839-2513 Julie.Goodpaster@anderson.kyschools.us
Fall Collaborative Institute	Various	Various	**November 2-3** Jenny Wiley State Park	Cheryl Salyer Ashland RTC 606-327-2706 cheryl.salyer@ashland.kyschools.us
Audubon Area Head Start/RTC Collaborative Institute on Special Needs	Child Growth & Development, Professional Development/ Professionalism, Learning Environment & Curriculum and Family & Community Partnerships Levels: II-V	IECE Standards: I, II, III, VI and VII CDA: 1, 2, 3, 4 and 8	**November 3** Place: TBA Madisonville, KY	Traci Mansfield AAHS 270-686-1698 tmansfield@audubon-area.com or Jama Galloway Calloway Co. RTC 270-809-5316 jama.galloway@coe.murraystate.edu
Directors Seminar II	Core Content: Professional Development/ Professionalism Level V	IECE Standard: V CDA: 6	**November 6-7** 6-9 pm Owensboro	Terry Keys (859) 257-9116 www.ihdi.uky.edu/tipp/ TrainingOps/ Directors/Directors_Seminar.aspx
National Association for the Education of Young Children National (NAEYC) Conference	N/A	N/A	**November 8-11** Georgia World Congress Center Atlanta	http://www.annualconference.naeyc.org/
National Association for the Education of Homeless Children and Youth	N/A	N/A	**November 11-14 Little Rock, AR**	www.naehcy.org
Fall Collaborative Conference	Various	Various	**November 10** Audubon Area	Carole Sindelar Simpson Co. RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Addressing Literacy in Early Childhood Arts & Humanities Standards	Learning Environments and Curriculum Levels: IV, V	IECE Standards: I, II, III CDA: 2	**November 17** Cave City Convention Center	Carole Sindelar Simpson Co. RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
West Kentucky Fall Conference for Exceptional Children	Program Management and Evaluation and Professional Development/ Professionalism Levels: IV, V	IECE Standards: I, II, III and VII CDA: 2, 7 and 8	**November 17-18** Murray State University Alexander Hall Murray, KY	Register on-line at: www.wkec.org/trainings.htm or Jama Galloway Calloway Co. RTC 270-809-5316 jama.galloway@coe.murraystate.edu
KY's Continuous Assessment Guide: Authentic Methods for Assessing Young Children	Core Content: Child Assessment, Level II	IECE Standard: IV CDA: 7	**November 18** LaRue Co.	Terry Keys (859) 257-9116 www.ihdi.uky.edu/tipp/ TrainingOps/ Assessment/Methods.aspx
Fundamentals of Effective Training Seminar	N/A	N/A	**November 28-30** Bowling Green	Terry Keys (859) 257-9116 www.ihdi.uky.edu/tipp/ TrainingOps/ Trainers/FET.aspx
Simpson Co. RTC Advisory Board Meeting	Professional Development/ Professionalism Program Management & Evaluation Levels IV, V	IECE Standards: VI, VII CDA: 5 & 6	**December 8** Cave City Convention Center	Carole Sindelar Simpson Co. RTC 270-586-2008 Carole.Sindelar@simpson.kyschools.us
Berea RTC Advisory Board Meeting	Professional Development/ Professionalism Program Management & Evaluation Levels IV, V	IECE Standards: VI, VII CDA: 5 & 6	**December 12** Berea RTC	Vanessa Garland Berea RTC 859-986-1929 or 800-343-2959 vanessa.garland@berea.kyschools.us
Looking Ahead . . .				
Transition Conference "Transition –	Child Growth & Development, Professional Development/ Professionalism, Learning Environments/ Curriculum and Family & Community Partnerships Levels: III, IV & V	IECE Standards: I, II, III, VI & VIII CDA: 1, 2, 4 & 6	**February 26-27, 2007** James E Bruce Convention Center Hopkinsville, KY	**Register on-line at:** www.wkec.org/trainings.htm or Jama Galloway Calloway Co. RTC 270-809-5316 jama.galloway@coe.murraystate.edu
National Center for Family Literacy Conference	N/A	N/A	**March 7-9** Orlando, Florida	www.famlit.org

Early Childhood PD TOPIC	Core Content Areas and Levels	IECE Standard/CDA Subject Area	DATE/ LOCATION	CONTACT
Spring Collaborative Institute	Various	Various	**March 9-10** Greenbo Lake State Park	Cheryl Salyer Ashland RTC 606-327-2706 cheryl.salyer@ashland.kyschools.us
Southern Early Childhood Association (SECA) Conference	N/A	N/A	**March 29-31** Jacksonville, Florida	http://southernearlychildhood.org
National Council for Exceptional Children (CEC) Annual Convention and Expo.	N/A	N/A	**April 18-21** Louisville	http://www.cec.sped.org

For information about this calendar contact:
Annie Rooney French, Ph.D.
Phone: (502) 564-7056   Fax: (502) 564-6952
annie.french@education.ky.gov

For additional professional development in your area including orientation for teachers with IECE Probationary certification, contact your Early Childhood Regional Training Center:
Anderson County RTC e-mail: phyllis.hall@anderson.kyschools.us Phone: 502-839-2513
Ashland Independent RTC e-mail: lhenson@ashland.k12.ky.us or kim.roberts@ashland.kyschools.us.
Phone: 606-327-2706, Ext. 2728 or 2729
Berea Independent RTC e-mail: carol.brooks@berea.kyschools.us Phone: 859-986-1929 or 800/343-2959
Calloway County RTC e-mail: nancy.lovett@coe.murraystate.edu Phone: 270-809-5316 or 5317
Simpson County RTC e-mail: bill.porter@simpson.kyschools.us Phone: 270-586-2008

Kentucky Department of Education web page http://www.education.ky.gov/**.**

Professional Development opportunities within the Kentucky Department of Education will follow the 3 Goals of the Kentucky Board of Education:
1) High Student Performance,
2) High Quality Teaching and Administration and
3) Strong and Supportive Environment for Each School and Every Child.

Kentucky's Definition and Standards for High Quality Professional Development
(April 5, 2004)
Professional development is considered high quality when it meets the definition of professional development in 704 KAR 3:035 - Section 1(2) and Section 4(2) and all of the Kentucky Department of Education Professional Development Standards which are consistent with the federal criteria in Section 9101 of No Child Left Behind. Schools and districts will determine if the professional development for teachers, administrators and other school staff meets the following definition and standards for high quality professional development. The Department of Education recognizes that the extent to which professional development meets each standard may vary.

Definition
704 KAR 3:035 - Section 1(2) "Professional development" means those experiences which systematically, over a sustained period of time, enable educators to acquire and apply knowledge, understanding, skills, and abilities to achieve personal, professional and organizational goals and to facilitate the learning of students. Section 4(2) Professional development activities shall be related to teachers' instructional assignments and administrators' professional responsibilities. Activities shall support the local school's instructional improvement goals and objectives identified in the professional development plan.

Kentucky Department of Education Professional Development Standards

Standard 1: Professional Development is aligned with:
- local school and district goals and priorities as reflected in the school or district comprehensive improvement plan or individual professional growth plans;
- Kentucky's Standards and Indicators for School Improvement; and
- Kentucky New or Experienced Teacher Standards or Interstate School Leaders Licensure Consortium Standards, or other professional/job standards.

Standard 2: Professional Development is a continuous process of learning through consciously constructed relevant job-embedded experiences so that professional development experiences and professional learning are integrated in the day-to day work of teachers, administrators, and others to support improved practices, effectiveness and the application of skills, processes, and content. *(e.g., action research, study groups, online learning, collegial professional learning networks, peer collaboration, peer coaching, mentoring, formal and informal peer observations, coaching, instructional demonstrations, collegial feedback, personal reflection, team planning, collaborative-problem solving, analysis of student work, self directed learning).*
- PD is sustained, intensive, classroom-focused and in order to have a positive and lasting impact on classroom instruction, the teacher's performance in the classroom, and increased student performance; and
- PD is not one-day or short-term workshops or conferences unless they are a component of an intentionally designed comprehensive professional development plan based on teacher and student needs and are an integral part of the school or district comprehensive improvement plan or an individual's professional growth plan.

Standard 3: Professional Development focuses on the knowledge and skills teachers, principals, administrators, and other school and district staff are to know and to do in support of student learning and students' well being. Professional development is based on what students need to know and be able to do in order to meet Kentucky's challenging content standards and student performance standards. Student content, performance and opportunity to learn standards are the core of professional development.
- ❑ National standards *(e.g., content, leadership, teacher, safety, transportation, nutrition, health)*
- ❑ Kentucky Learning Goals
- ❑ Academic Expectations
- ❑ Program of Studies
- ❑ Core Content for Assessment
- ❑ Performance Standards/ Student Performance Level Descriptions (PLD)
- ❑ Kentucky Early Childhood Standards
- ❑ Occupational Skills Standards
- ❑ Technology Standards
- ❑ Character Education
- ❑ District/school aligned curriculum

Standard 4: Professional Development actively engages teachers, principals, administrators, and others in learning experiences that advance their understanding and application of research based instructional practices and skills that reduce barriers to learning, close achievement gaps, and improve student performance *(e.g., inquiry-based learning, investigation, work backwards, act out the problem, make a drawing or diagram, employ guess and check, make a model, jigsaw, self monitoring strategy, simulations, formulating a model, invention, questioning, wait time, restate in own words, break into smaller steps, goal setting, experimentation, debate, reciprocal teaching, writing process, story maps, structured note taking, think aloud, round robin, pairs check, inside-outside circle, manipulatives, data collection tools, time lines, picture clues, sequence chains, compare/contract matrix, concept mapping, Venn diagrams, advanced organizers, checklists, community based instruction, bus safety, and safe physical management).*

Standard 5: Professional Development prepares teachers, administrators, school council members and others in the school community as instructional leaders and collaborative partners in improving student performance (e.g., *instructional leadership, organizational direction, collaborative decision making, analysis and use of data, planning, community partnerships, and creating a learning culture).*

Standard 6: Professional Development is data and results driven focused on increasing teachers, administrators, and others' effectiveness in improving student performance and is continuously evaluated to improve the quality and impact of professional development on practice.

Standard 7: Professional Development fosters an effective ongoing learning community that supports a culture and climate conducive to performance excellence.

Standard 8: Professional Development is culturally responsive and facilitates removing barriers to learning in an

Kentucky Department of Education Professional Development Standards

effort to meet each student's needs (*e.g., intellectual, social, career, cultural, and developmental*).

Standard 9: Professional Development is planned collaboratively (e.g., teachers and principals) and organized to maximize the collaborative use of all available resources to support high student and staff performance (*e.g., planning, time, release time, staff, technology, funding sources*)**.**

Standard 10: Professional Development fosters a comprehensive, long-range change process that communicates clear purpose, direction, and strategies to support teaching and learning.

Standard 11: Professional development is grounded in the critical attributes of adult pedagogy (*e.g., connections to work, reflective practice, guided practice, feedback, multiple intelligences, learning styles, choice, time for processing and integrating and applying information, implementation in job setting, analysis and follow-up of results, brain research, peer interaction, peer review, peer observations, mentoring, personal and active inquiry, investigations, self-reflection, and collegial networks*).

New Teacher Standards for Preparation and Certification:
Interdisciplinary Early Childhood Education
Birth to Primary 16 KAR 2:040

Standard I: Designs/Plans Instruction
The Interdisciplinary Early Childhood (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard II: Creates/Maintains Environments
The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard III: Implements Instruction
The IECE educator introduces, implements, facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard IV: Assesses & Communicates Learning Results
The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities and communicates those results with partners including families.

Standard V: Reflects/Evaluates Teaching/Learning
The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard VI: Collaborates with Colleagues/ Families/Others
The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children including those with disabilities.

Standard VII: Engages in Professional Development
The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

Standard VIII: Supports Families
The IECE educator supports families through family-centered services that promote independence and self-determination.

Standard IX: Demonstrates Implementation of Technology
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and the community; and conduct research.

THE CHILD DEVELOPMENT ASSOCIATE (CDA)
NATIONAL CREDENTIALING PROGRAM
SUBJECT AREAS

1. Planning a safe, healthy, learning environment
2. Steps to advance children's physical and intellectual development
3. Positive ways to support children's social and emotional development
4. Strategies to establish productive relationships with families
5. Strategies to manage an effective program operation
6. Maintaining a commitment to professionalism
7. Observing and recording children's behavior
8. Principles of child development and learning

CORE CONTENT **LEVELS OF COMPENTENCY**

These levels of competencies are not awards or a certificate, but may overlap existing certificates or awards.
Each level assumes greater knowledge and skill than the previous level, however individual levels should not been seen as limited to a particular job or position of employment.
Level I – represents knowledge and skills across all seven content areas for professionals at the initial level, which includes entry into the field and a Commonwealth Child Care Credential.
Level II – represents knowledge and skills across all content areas for professionals with a Child Development Associate (CDA) Credential.
Level III – represents knowledge and skills across all content areas for professionals from CDA to AA degrees.
Level IV – represents knowledge and skills across all content areas for professionals with a BA degree.
Level V - represents knowledge and skills across all content areas for professionals above a BA degree.

Subject Areas

The degree to which early childhood professionals are expected to master these subject areas depends on their level of competence.

1. **Child growth and development** – Experiences for any child, regardless of age, must be planned around the child's developmental abilities. Development has several interrelated areas; each influences the others and all develop simultaneously. It is essential for early childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children's rates and styles of development.
2. **Health, safety, and nutrition** – These are basic needs of all human beings, and early childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.
3. **Professional development/professionalism** – Adults providing early care and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior; and, demonstrate knowledge of and involvement in advocacy for early childhood learning environments.
4. **Learning environments and curriculum** – Developmentally appropriate environments and curricula have a positive impact on a child's emotional, physical, cognitive, communicative, creative and social care. Adults who provide early care and education must know how to offer an organized, inviting, and accessible environment that has many diverse and appropriate materials, activities, and experiences.
5. **Child assessment** – Ongoing assessment helps early childhood educators evaluate all areas of a child's growth and development. Educators must be able to observe, assess, interpret, and document children's skills and behavior and systematically report on them to appropriate staff and family members.
6. **Family and community partnerships** – Understanding the roles that family members and other play in children's lives is vital for early childhood educators. They must be able to integrate the following concepts:
   - Children develop within the context of their families, which may take many forms. Families are the primary influence on children's development and have primary responsibility for child rearing. In tern, each child has influence on the members of his or her family and on the family as a system.

- A responsive early childhood education environment respects and celebrates the diversity of values, customs, and traditions in the family of each child. It nurtures the primary relationships between children and those who parent them. It also offers a variety of meaningful opportunities to families to participate in early childhood programs.
- Early childhood professionals help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships and knowledgeable referrals.

7. **Program management and evaluation** – Adults providing early care and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.